In this recording we summarise the content of chapter 44 Employee Development and Training. Studying this chapter should help you review the role of training and development activities within the organization; review the key features of the training and development sub-system within the HR function; distinguish the terms training, development, learning, competence and education; discuss a systematic approach to training and describe the training and development process; list the benefits of systematic training; explain what is meant by the learning organization; .

Introducing the chapter, the authors start with 1. In the previous chapter we discussed how employees may be carefully selected and appointed to fulfil certain roles within the organisation. This HR sub process alone does not guarantee such employees will perform well. The HR subsystems of training and development help ensure employees know what to do, why and also how to do it. New employees must be provided with the information required to function. They are typically inducted into the organisation (see also orientation and on boarding) and may well be provided with initial training. The induction programme aims to make the employee feel welcome, provide them with the basic information they need to function effectively, enable the employee to understand the organisation in a broad sense and therefore how their role contributes to organisation's success and socialise the employee into the organisational culture and way of doing things.

2. You may recall from the previous chapter that job analysis defines the tasks (work) and competencies employees need to perform effectively. Organisations use this information to determine training needs. At a basic level, training and development are needed to ensure that (recruited) employees are able to do their jobs well. Training and development, therefore, are critical activities for ensuring the success of the company, (Lepak and Gowan 2009). However, it is not just new employees who require training and development. The changing environment results in change to products, equipment, facilities, procedures and the way work is done. Consequently, there is an ongoing need to ensure all employees are able to do their work well.

3. Human resources are the most dynamic of all the organisation's resources. They need considerable attention from the organisation's management, if they are to realise their full potential in their work and ensure the achievement of business strategy. This short chapter highlights the principal features of a training and development sub-system within the HR system. The main focus is on training, with development discussed further in chapter 46. We start by defining key concepts before evaluating the strategic role of training and development. We then describe the training and development process, highlighting various methods..

The key concepts discussed within this chapter are:
development - anything that helps a person to grow, in ability, skills, confidence, inter-personal skills, understanding, self-control, and more; learning organization - An organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights; Training - Any intervention aimed at increasing an individual's knowledge or skills; Training & Development - The design and delivery of workplace learning to improve performance; .

Other terms discussed include:
competence; Education; Learning; Performance Appraisal; .

Summarising and concluding, the author(s) make the following comments - 28. The HR subsystems of training and development help ensure employees know what to do, why and how to do it. Training may be necessary at the start of or throughout work. A term frequently used to describe well-organised training (and development) is 'systematic training'. This can be portrayed as a cycle of events, a four step training process starting with needs assessment. Training needs derive from organisational goals, job descriptions and employee performance appraisals. To fill identified gaps, a development plan is created; training methods are selected, implemented and then evaluated. The

evaluation of training is part of the control process of training. Evaluation methods aim to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improvement, where necessary. More recently, the systematic approach has been adapted to embrace a partnership approach whereby individual employees take more responsibility for their continued development. Finally we discussed the learning organisation and the need for a climate and culture that fosters a supportive approach to learning throughout the organisation..

We have now reached the end of the chapter 'Employee Development and Training'.

There are a number of references for this chapter where further reading opportunities are identified for you.
Additionally, there are questions or activities to help develop and test your understanding of this chapter